



C I T Y O F H A R T F O R D



# PROGRESS REPORT ON YOUNG CHILDREN IN HARTFORD



# HOW YOUNG CHILDREN ARE DOING IN HARTFORD

## WHY THE EARLY YEARS?

The experiences children have between the ages of birth to eight make a big difference in their future. The early years are a time when children grow quickly. What does or does not happen for them in this short time period determines if they will grow up to be healthy, happy adults and learn the things every child needs to know to succeed in life.

A child's brain does most of its growing by the time the child is three years old. By five years of age, parents and family members – with the help of others in the community – should have worked together to make sure every child is ready and able to do well in school. By the end of third grade or eight years of age, children must know how to read or they risk falling far behind.

## WHY THIS PROGRESS REPORT?

The purpose of this report is to provide the Hartford community – especially parents with young children – information about how young children in Hartford are progressing.

This report also helps Hartford understand what other information is needed about our children and what we should share with community and public officials to make Hartford a city where young children are healthy, safe and find success in school.

The Mayor's Office for Young Children asked hundreds of adults and some children what is most important for them to know about Hartford's early childhood services or needs. This report includes the items or indicators identified by those who attended these community forums. Their responses are grouped into four main categories:

**Early Care and Education:** Before a child enters kindergarten there are things that parents and others in the community can do to make sure every child is able to play well with other children, has the chance to learn important things, and is ready and eager to succeed in school. Parents who want their child to attend a high quality early childhood program must have access to affordable, nearby centers.





**Family Support and Safety:** Every parent and family with a young child deserves the support they need to make sure their home is safe and that there are services available to help them raise happy, healthy and successful children. Family Support Centers must be available in every neighborhood.

**Child Health and Development:** From birth, parents work hard to make sure their children are healthy. A child's health can affect a family in many ways such as the amount of money it has, or how much time family members have to join in other activities. When children do not feel well, chances are, they do not want to participate in activities that will help their development or learning. Families with young children must have health services easily available to them on a regular basis – not just when a child is sick – to make sure they stay healthy.

**Children as Effective Learners:** Once children enter school, how well they do in the early grades will determine how well they grow and learn throughout their lives. For children to do well, the Hartford Public Schools must offer high quality education in safe, clean school buildings that meet the unique needs and interests of each student. Also, parents must become involved with their child's education by talking to teachers, meeting with administrators when needed, and attending school activities, especially parent conferences.

The Mayor's Office for Young Children is proud to release Hartford's first Progress Report on Young Children to show how young Hartford children and their families are doing, to look at some of the most important things that affect them, and to respond to the issues of greatest interest to the community. The information in this report will be shared with Hartford citizens, policy-makers, and invested agencies throughout the City to gain even more community input. The Mayor's Office for Young Children hopes that everyone reads this report thoroughly and will work with us to build on it over the next several years.

## HOW TO READ THIS REPORT

As shown on the next page, this report looks carefully at the 14 indicators identified by the community as things to know about young children and in some cases, their families. Each indicator is placed within one of four color-coded areas that are important to the development of young children.

### Understanding the Four Color-Coded Areas

In the next section of the report, each color-coded area is described in more detail with information as to why the indicator is important, along with key findings that are visually supported by charts. The following represent the four color-coded areas:

- **EARLY CARE AND EDUCATION:**

There are four indicators in this block.

- **FAMILY SUPPORT AND SAFETY:**

There are four indicators in this block.

- **CHILD HEALTH AND DEVELOPMENT:**

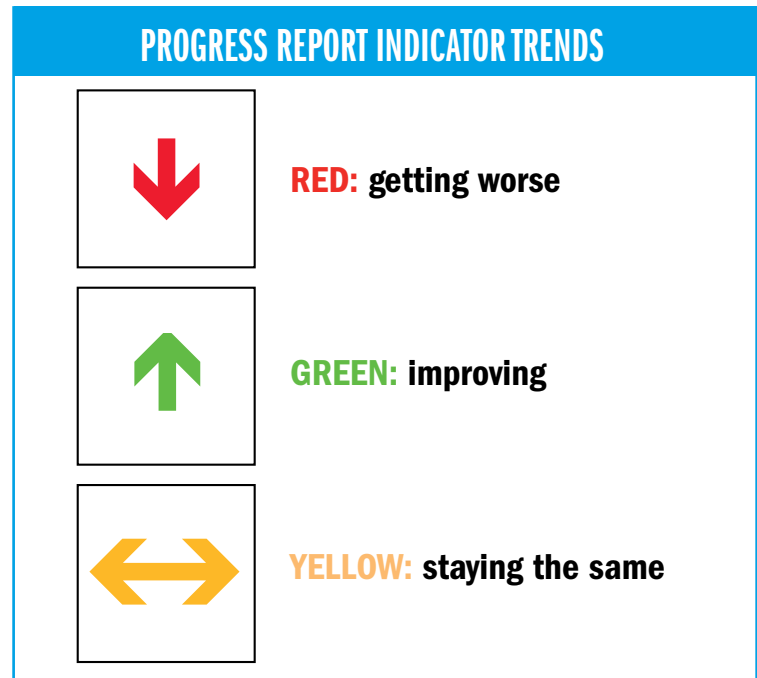
There are three indicators in this block.

- **CHILDREN AS EFFECTIVE LEARNERS:**

There are three indicators in this block.

### Explaining How Hartford Children Are Doing

In addition to a brief description and charts, indicators include color-coded arrows to illustrate trends or the status of how the indicator is progressing over a three-year period. These arrows tell whether things are getting better, worse, or staying the same:



### Telling What Happens Next

At the end of each color-coded area, a list of next steps are included stating what the Mayor's Office for Young Children and others must do to improve conditions in each particular area.

### Where the Information Came From

At the end of this report, a list of the sources is included.

## PROGRESS REPORT INDICATORS

### EARLY CARE AND EDUCATION

1. Hartford children who enter kindergarten with a formal preschool experience
2. Early care and education programs in Hartford that are accredited
3. Early care and education spaces that are available in Hartford, including licensed family day care homes
4. Hartford children who are registered for kindergarten before the first day of school

### FAMILY SUPPORT AND SAFETY

5. Hartford young children who are abused and/or neglected
6. Hartford families who are enrolled and actively participate in a family support center in the city
7. Hartford mothers who have at least a high school diploma at the time of the birth of their child
8. Hartford adults who have health insurance

### CHILD HEALTH AND DEVELOPMENT

9. Hartford women who are receiving adequate prenatal care
10. Infants who are born to Hartford teenage girls
11. Children who are receiving preventive health care visits, including dental care and treatment

### CHILDREN AS EFFECTIVE LEARNERS

12. Hartford kindergarten students who increase readiness scores at the end of kindergarten
13. Hartford 4th grade students who read, write and perform math at grade level
14. Parents who are attending parent-teacher conferences for their elementary school children



## EARLY CARE AND EDUCATION



# EARLY CARE AND EDUCATION

## 1. Hartford children who enter kindergarten with a formal preschool experience\*

### WHY THIS IS IMPORTANT:

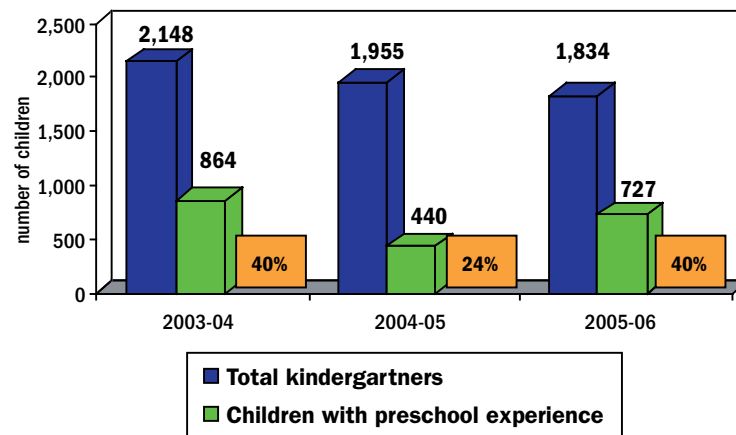
Parents and early childhood experts know that children who play regularly with other children of their same age and who learn from a trained person are more likely to be better prepared for school. The advantage of having a formal preschool experience is even greater for children whose parents have lower income levels. In addition, children enrolled in full-day preschool programs for more than one year, do better than those who attend for only one year.

### KEY FINDINGS:

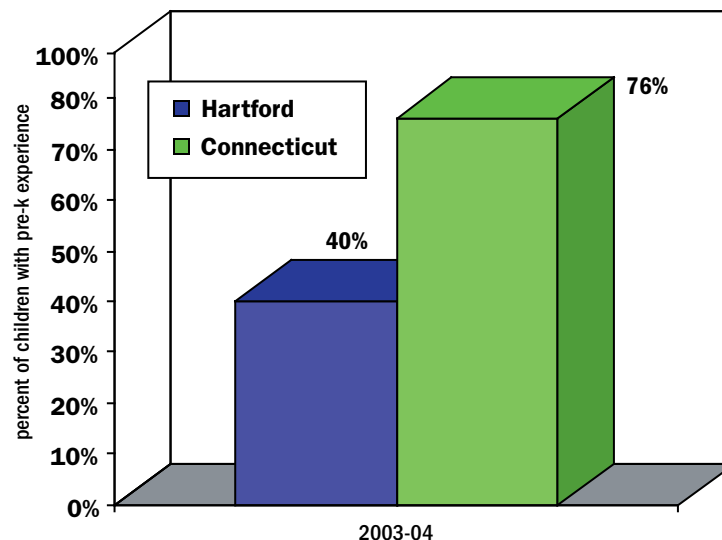
In September 2006, the Hartford Public Schools reported that 40% of all Hartford kindergarteners had a preschool experience before they started school. By comparison, 76% of children throughout the state entered kindergarten with the benefit of a preschool experience.

*\* What is formal preschool experience? A preschool experience means a child has attended a formal program before he or she began kindergarten. The program may be a city-run, school-based preschool, Head Start, private early care and education center; or a licensed nursery school. Children who stayed at home or attended family day care homes were not included.*

**GRAPH 1: HARTFORD KINDERGARTNERS WITH PREVIOUS PRESCHOOL EXPERIENCE, 2003-2006**

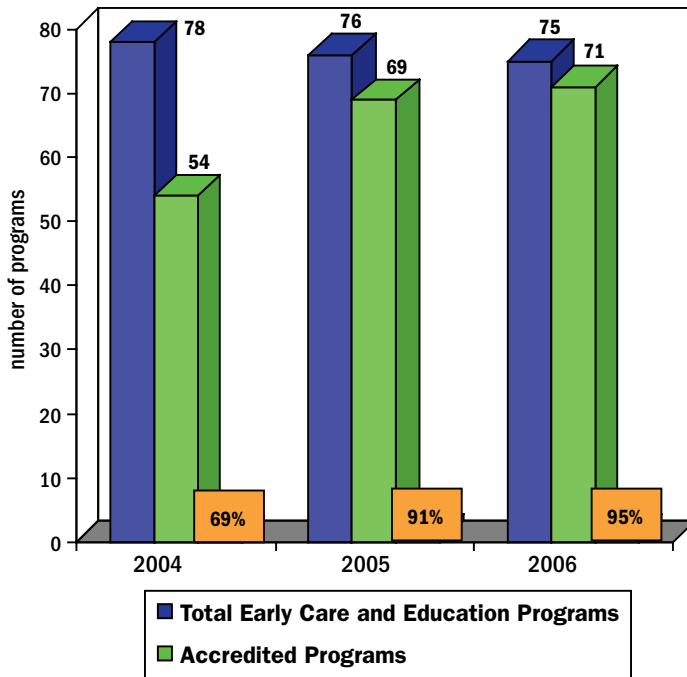


**GRAPH 2: KINDERGARTNERS WITH PRESCHOOL EXPERIENCE, HARTFORD VS. CONNECTICUT**



# EARLY CARE AND EDUCATION

**GRAPH 1: EARLY CARE AND EDUCATION PROGRAM ACCREDITATION\*, 2004-2006**



*\*Included in the count are all centers operated by the City of Hartford and the Hartford Public Schools, private centers, Head Start, and licensed nursery schools. The information does not include care by relatives or family day care providers. Connecticut Department of Public Health list was adjusted to eliminate after school programs and duplicate listings.*

## 2. Early care and education programs in Hartford that are accredited

### WHY THIS IS IMPORTANT:

Early care and education programs seek accreditation to show parents and the community that they meet national early childhood standards and are more likely to provide high quality services. Parents who understand this may seek programs that are accredited when looking for an early childhood program for their children.

### KEY FINDINGS:

In the last three years, many Hartford early care and education programs have been recognized as meeting accreditation standards. In fact, 17 more programs in the City of Hartford were accredited in 2006 than were accredited three years ago.

71 Hartford programs or 95% of all early childhood programs in the City are accredited.

Hartford has an extremely high percentage of its early care and education programs accredited compared to the State of Connecticut. (See *Graph 2*)

### ACCREDITATION:

Accreditation means approval by an international, national or regional organization. In Connecticut, this is one of the ways in which the quality of a program is determined. Achieving accreditation is not an easy task but it is well worth it. Accreditation shows that a program meets specific standards for its building, classroom staff, administration, and the program services it offers to children and their families.





# EARLY CARE AND EDUCATION

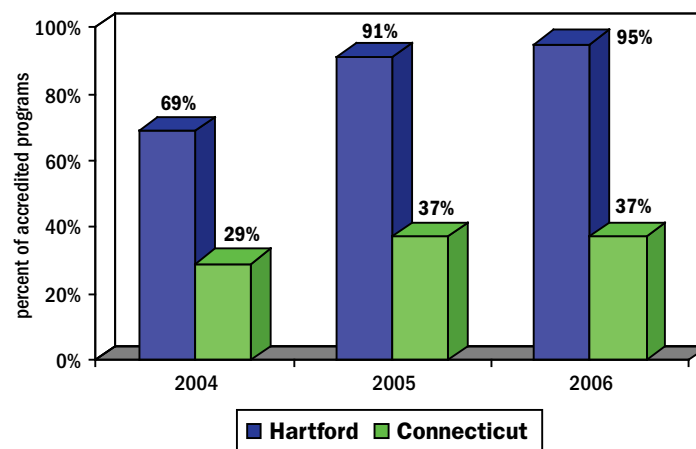
The most common accreditation groups include the National Association for the Education of Young Children (NAEYC), the New England Association of Schools and Colleges (NEASC), Head Start and Montessori. Effective June 2007, the Mayor's Cabinet for Young Children required all its funded early care and education programs to secure NAEYC accreditation within three years or less.

**National Association for the Education of Young Children (NAEYC):** This association is the world's largest organization of early childhood professionals designed to improve the quality of early care and education and to serve as a standardized resource to others to help recognize high quality early childhood programs. To earn a five-year NAEYC accreditation certificate, programs must meet national standards that extend far beyond state licensing requirements.

**New England Association of Schools and Colleges (NEASC):** This six-state group is the oldest regional accrediting association in the country developed to ensure high standards are met throughout all school grade levels beginning with preschool up to the doctoral level. The NEASC accreditation process uses a peer review system to make sure schools improve, are effective, and offer the public a standard for high quality. In Hartford, nearly all NEASC accredited early care and education programs are operated by the Hartford Public Schools.

**Head Start:** All federally funded Head Start programs are required to participate in an onsite Program Review Instrument for Systems Monitoring (PRISM) that is reviewed every three years by a trained team of professionals. The purpose of the review is to determine if all Head Start requirements are met and that high quality services are provided. In Hartford, the Community Renewal Team receives federal Head Start funds.

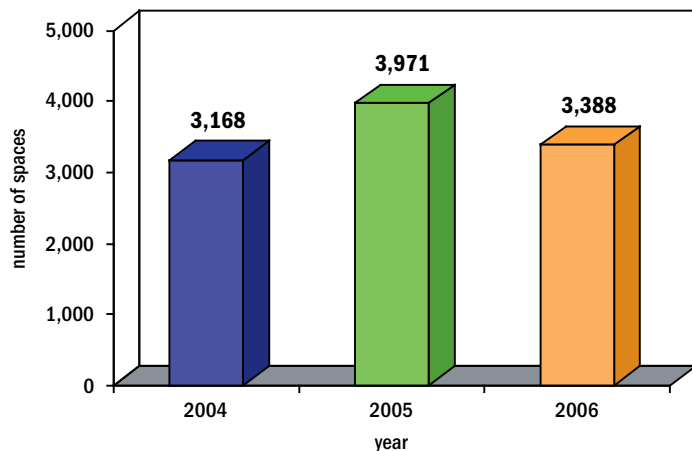
**GRAPH 2: PERCENT ACCREDITED EARLY CARE AND EDUCATION PROGRAMS, 2004-2006, HARTFORD VS. CONNECTICUT**



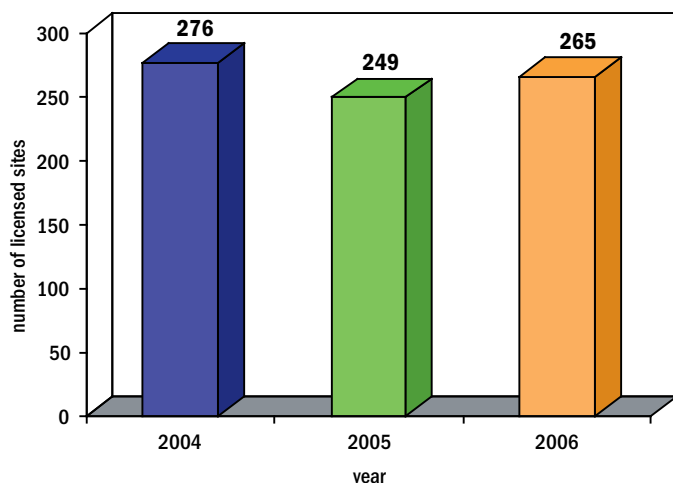
# EARLY CARE AND EDUCATION



**GRAPH 1: CENTER-BASED EARLY CARE AND EDUCATION SPACES IN HARTFORD, 2004-2006\***



**GRAPH 2: LICENSED FAMILY INFANT/TODDLER AND PRESCHOOL SITES, 2004-2006**



\*For this count, spaces available mean the actual enrollment at a center, plus the number of vacant spaces the center has that it will make available to families. This results in the number of usable spaces at a center, which may be different than its licensed capacity.

## 3. Early care and education spaces that are available in Hartford, including licensed family day care homes

### WHY THIS IS IMPORTANT:

In order for parents to enroll their children in Hartford early care and education programs, the city must have enough spaces available to serve all those interested. If too few spaces are available, parents cannot find child care and therefore may not be able to keep or get a job. For this reason, it is important to have enough licensed, high quality early care and education programs to serve all young children and to provide choices for parents so they can choose the type of program they prefer.

### KEY FINDINGS:

The city's total number of spaces for young children in programs and licensed family day care homes has stayed about the same over the last three years.

While the number of center-based early care and education programs has increased slightly since 2004, the number of family day care providers has declined.

While the number of licensed spaces for infants and toddlers has remained somewhat the same over the last three years, the need for such services continues to be extremely high.

# EARLY CARE AND EDUCATION

## 4. Hartford children who are registered for kindergarten before the first day of school

### WHY THIS IS IMPORTANT:

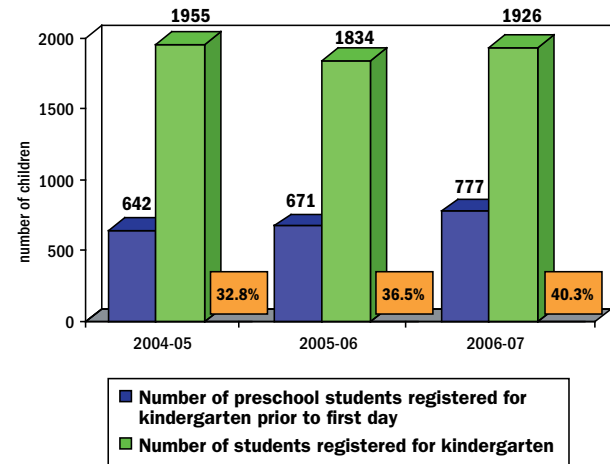
Getting children ready for kindergarten is not a single event but rather it is a series of learning experiences that begin at birth. However, as children get closer to the year in which they start kindergarten, it is important for parents to start planning with their child's preschool program and the Hartford Public Schools to make sure children attend kindergarten on the first day of school.

### KEY FINDINGS:





During the last three years, the Hartford Public Schools has reported an increase in the number of children entering kindergarten who are registered before the first day of school.

In September of 2006, approximately 40% of Hartford children were registered for kindergarten before the first day of school.

**GRAPH 1: KINDERGARTEN REGISTRATION BEFORE FIRST DAY OF SCHOOL, 2004-2006**



## EARLY CARE AND EDUCATION INDICATOR STATUS

<b>1.</b> <b>Hartford children who enter kindergarten with a formal preschool experience</b>	
<b>2.</b> <b>Early care and education programs in Hartford that are accredited</b>	
<b>3.</b> <b>Early care and education spaces that are available in Hartford, including licensed family day care homes</b>	
<b>4.</b> <b>Hartford children who are registered for kindergarten before the first day of school</b>	

## NEXT STEPS

- Break down the educational and cultural barriers that prevent parents from enrolling their children in early care and education programs. Develop a citywide campaign to inform all Hartford parents with young children of the importance of early childhood education.
- Create a citywide enrollment system that makes it easier for parents to find early care and education programs that meet their individual preferences.
- Develop a citywide system to accurately count the number of children with a preschool experience who enter kindergarten.
- Require every state-funded early care and education program to be accredited by the National Association for the Education of Young Children (NAEYC) within three years or less, and that existing NAEYC accredited programs maintain their accreditation.
- Increase the number of early care and education spaces available to Hartford young children, including programs for infants and toddlers.
- Establish an initiative to focus on improving the care offered by licensed family day care providers and relatives.
- Register more children for kindergarten prior to the first day of school, raising the preschool registration number from the current 40% to 70% by 2009.

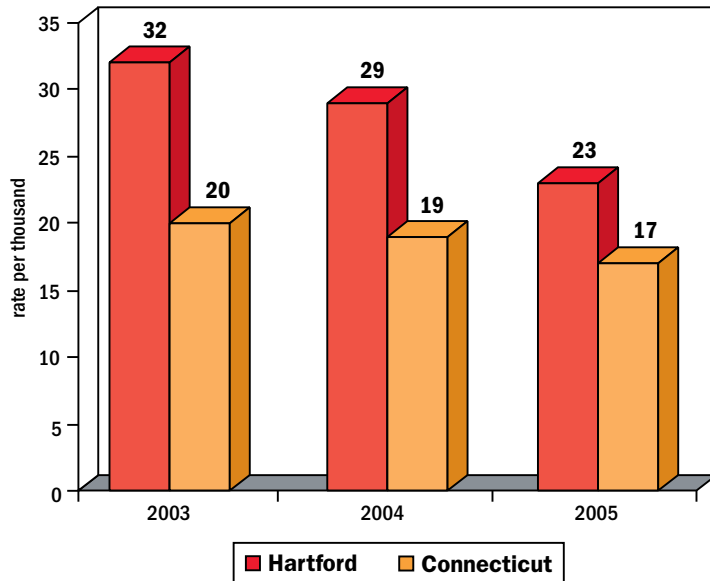
## FAMILY SUPPORT AND SAFETY





# FAMILY SUPPORT AND SAFETY

**GRAPH 1: RATE OF SUBSTANTIATED CHILD ABUSE AND NEGLECT,\* AGES 0-8, HARTFORD VS. CONNECTICUT, 2003-2005**



*\*The rate of child abuse and neglect is counted by the number of cases of documented abuse and neglect per every 1,000 children. This is the rate the Connecticut Department of Children and Families reports were abused or neglected after the agency conducted an investigation.*

## 5. Hartford young children who are abused and/or neglected

### WHY THIS IS IMPORTANT:

Failing to take good care of children or hurting them physically or emotionally can deprive them of critical early learning experiences and cause permanent harm. This is particularly true when an infant or young child is abused or neglected. It is important for Hartford to know more about the level of abuse and neglect to its young children because it is one way to understand if parents or other caregivers need more help or better skills to take care of their children.

### KEY FINDINGS:

Hartford's rate of child abuse and neglect of children birth to eight years of age has declined significantly in the last three years. The rate in Hartford is 23 cases per 1,000 children.

Despite improvement, child abuse and neglect cases in Hartford are high compared to the state. The city's rate for young children is 26% above the state average for substantiated cases.

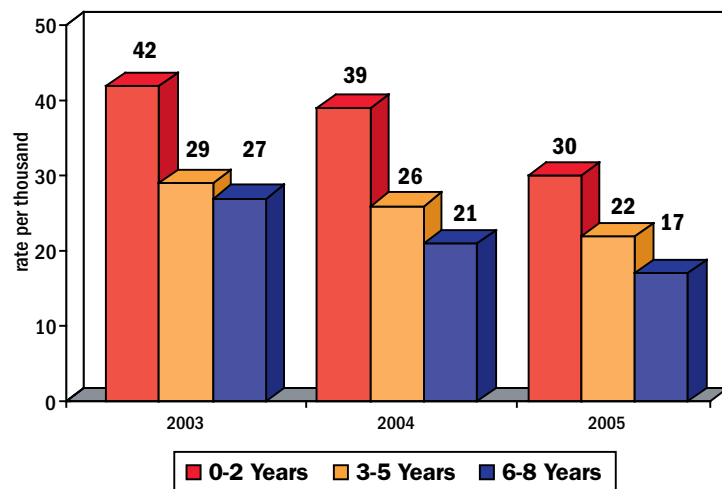
For Hartford infants under two years of age, the rate of child abuse and neglect has steadily decreased over a three-year period. Unfortunately, this rate continues to be much higher than the state's rate. In 2005, the Hartford rate for infants was 35 per 1,000 children, down 27% since 2003.

### NOTE:

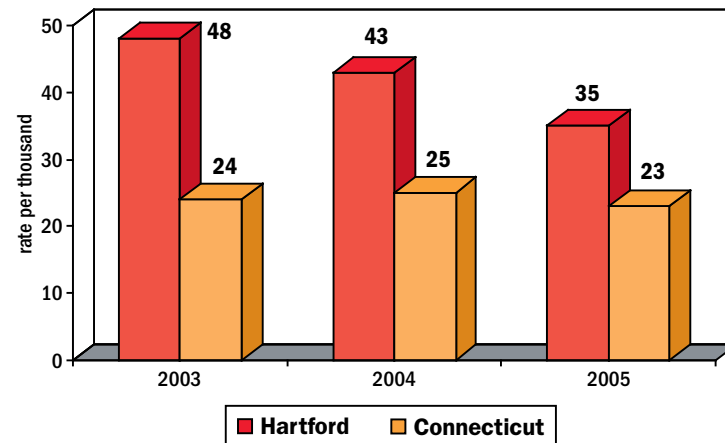
It is important to note that the State has started a special project in Hartford that identifies some abuse cases for services even if they are not listed as substantiated. This new program — Differentiated Response System — may have helped to reduce the number of cases labeled as substantiated.

# FAMILY SUPPORT AND SAFETY

**GRAPH 2: RATE OF SUBSTANTIATED CHILD ABUSE AND NEGLECT\* IN HARTFORD, BY AGE, 2003-2005**



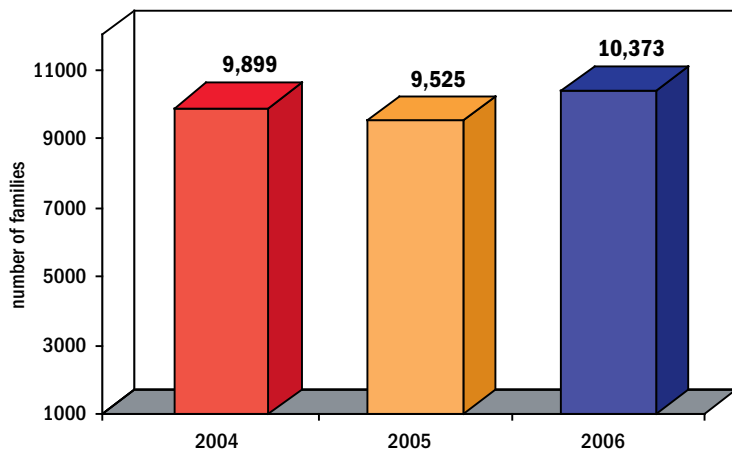
**GRAPH 3: RATE OF SUBSTANTIATED CHILD ABUSE AND NEGLECT,\* AGES 0-1, HARTFORD VS. CONNECTICUT, 2003-2005**



*\*The rate of child abuse and neglect is counted by cases of documented abuse and neglect per every 1,000 children. This is the rate the Connecticut Department of Children and Families reports were abused or neglected after the agency conducted an investigation.*

# FAMILY SUPPORT AND SAFETY

**GRAPH 1: ACTIVE PARTICIPATION\* IN FAMILY SUPPORT CENTERS\*\* IN HARTFORD, 2004-2006**



\* Active participation means a family is formally enrolled in a family support center, and has been recorded as having participated in at least three activities over the course of a calendar year at the center.

\*\*Nine of 15 family support centers in Hartford provided complete data on family utilization. Six programs operated by the Village For Families were not able to provide family counts on participation.

## 6. Hartford families who are enrolled and actively participate in a Family Support Center in the city

### WHY THIS IS IMPORTANT:

Strong, stable families are most important to making sure that young children develop and grow healthy and competent. Giving families the resources and skills they need to help their children is one way to support families. Family Support Centers, conveniently located throughout the city, were established to help parents, especially those with infants and young children, to become stronger families. The services offered by these centers respond to the unique needs of neighborhood families to make sure these services are used and valued.

### KEY FINDINGS:

Hartford has 15 different Family Support Centers, six of which are located in public school buildings.

Family participation in over half of the Family Support Centers has grown slowly in the last three years. In 2006, over 10,000 families were reported to be actively involved in centers. Another six centers appear to be providing services to an increasing number of children and their families, but the information is not complete.



## FAMILY SUPPORT AND SAFETY

### 7. Hartford mothers who have at least a high school diploma at the time of the birth of their child

#### WHY THIS IS IMPORTANT:

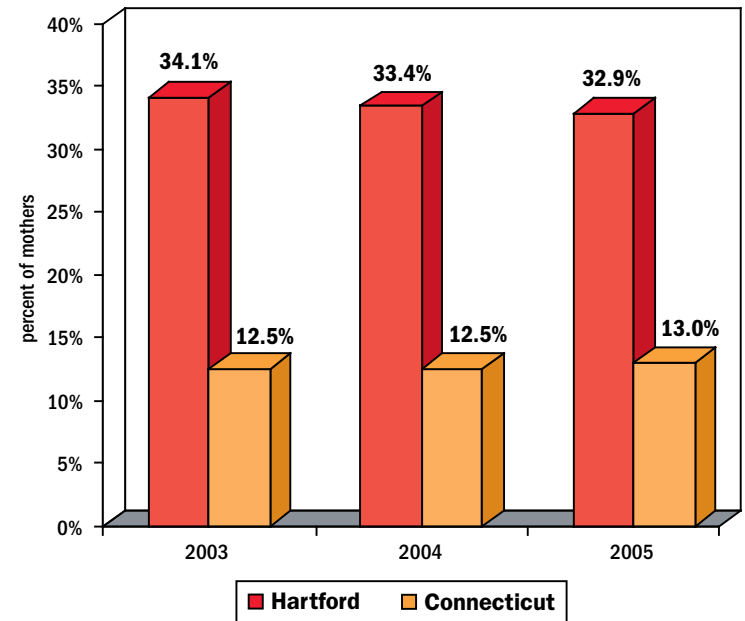
Early childhood experts know that the level of formal education that a mother has when her child is born has a tremendous influence on how well that child performs in school and develops. Mothers who graduate from high school are more likely to help their children with language, reading, and other important early learning skills, compared to mothers without a high school diploma.

#### KEY FINDINGS:

In 2005, almost one in every three Hartford mothers (33%), did not have a high school diploma at the time she gave birth. This compares to the state average, where 13 percent of the births were to mothers without a high school diploma.

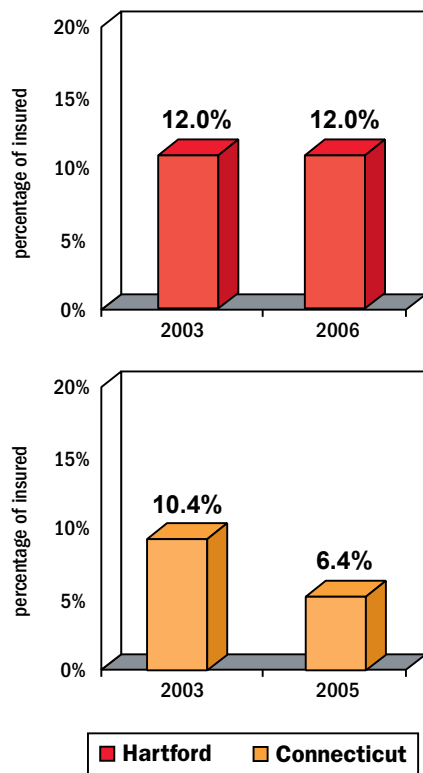
The percent of Hartford mothers who do not have a high school diploma has improved slightly from 2003 through 2005.

**GRAPH 1: PERCENT OF BIRTHS TO MOTHERS WITH LESS THAN 12 YEARS EDUCATION, HARTFORD VS. CONNECTICUT, 2003-2005**



# FAMILY SUPPORT AND SAFETY

**GRAPH 1: ADULTS WITH NO HEALTH INSURANCE,\*  
HARTFORD VS. CONNECTICUT, 2003, 2005, 2006**



\* Reliable data on insured people - adults or children - is difficult to find. There is no local data on the number of children uninsured, only adults. The data is based on two small surveys. While reliable, they do not represent the most complete information. The city source is a household survey by the Health & Human Services Department (2003, 2006). Statewide data is from the Connecticut Office of Health Care Access sample survey; (2003, 2005). The surveys, moreover, are not conducted in the same time periods, making comparison difficult.



## 8. Hartford adults who have health insurance

### WHY THIS IS IMPORTANT:

A family with young children for which there is inadequate or no health insurance means that they do not get the medical services needed to stay healthy. Should a family member become seriously ill and need health care services, the cost is likely to hurt that parent's ability to survive and care for their children.

### KEY FINDINGS:

There is little information to accurately report the number of Hartford children or adults without health insurance. The information available only provides a general understanding of the scope of the problem. However, it is a fact that a sizable number of Hartford children and adults have inadequate or no health insurance.

In 2003, surveys were distributed to Connecticut residents asking them questions of their health care insurance. Approximately 12 percent of the city's adults reported that they did not have health insurance and about 10 percent of adults statewide reported that they were uninsured.





In addition, according to Hartford surveys distributed in 2003 and 2006, another three percent of city adults had "uncertain" insurance, increasing the number of adults who appear to have no consistent way to get or pay for their health care.



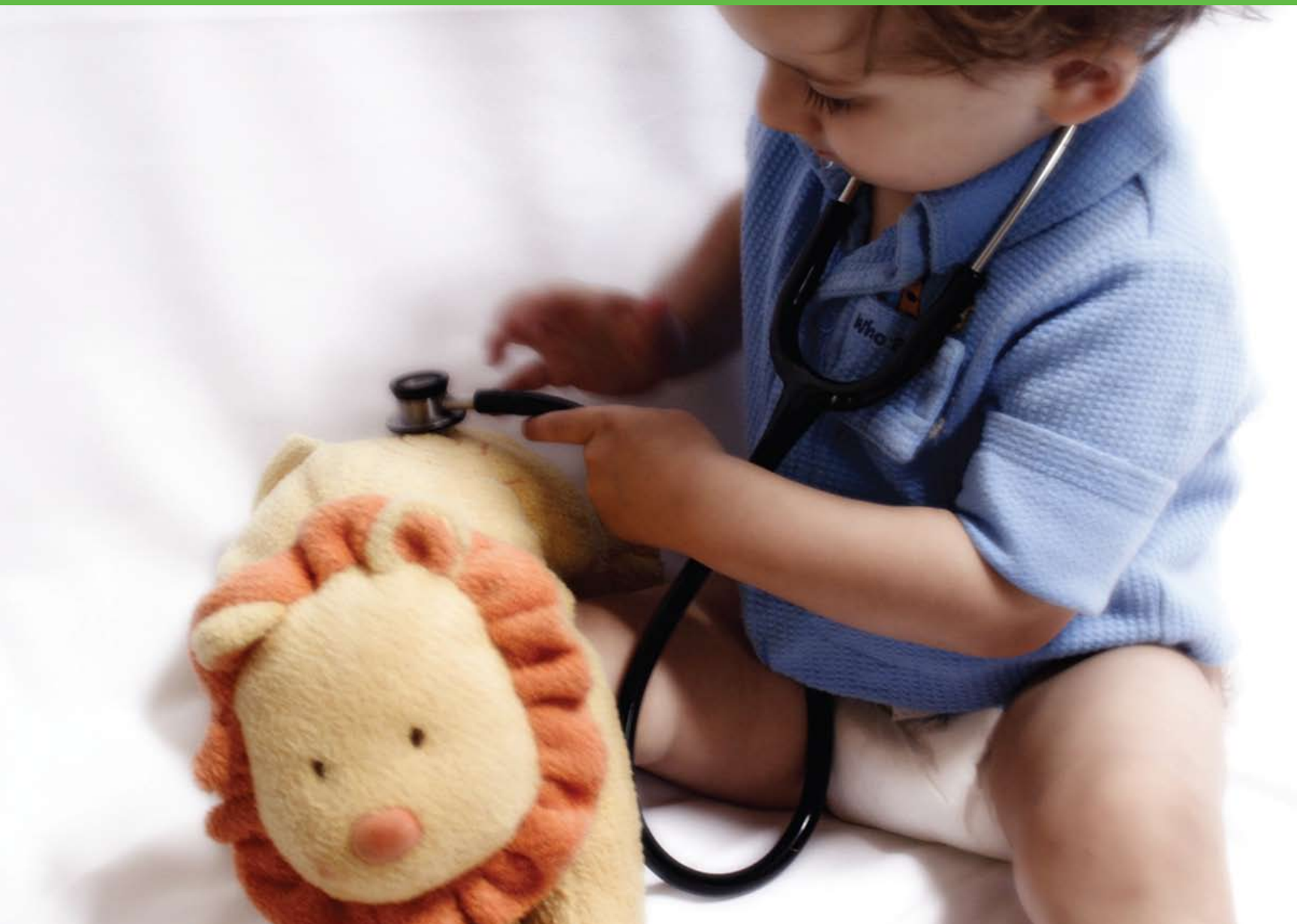
## FAMILY SUPPORT AND SAFETY NEXT STEPS

- Convene parents, interested community members and experts concerned with Hartford's number of child abuse and neglect cases to review the data published in this report. This group shall develop an action plan by June 2008 to identify what can be done to reduce the number of children who are victims of abuse and neglect by parents or other caregivers.
- Focus special attention on very young children between the ages of birth to two years of age. Hartford statistics continue to show a high number of very young children who are abused or neglected.
- Collect more information from parents on what kinds of services and support Hartford families need and how many are involved with a Family Support Center. Hartford aims to increase the number of families connected to Family Support Centers by 75% over the next five years.
- Form an alliance between the Mayor's Office for Young Children, the Hartford Public Schools and the city's Office of Workforce Development to improve the number of young mothers who have a high school diploma. By 2008, establish a goal to increase substantially the number of Hartford young mothers who have a high school diploma at the time their child is born.
- Increase the number of young Hartford children with health insurance by working with a state alliance currently advocating for universal health care. Also, identify a resource to collect detailed information in order to accurately determine the number of children and families who do not have insurance, the type of care needed, and the health plan options available.

## INDICATOR STATUS

<b>5.</b> <b>Hartford young children who are abused and/or neglected (reduction)</b>	
<b>6.</b> <b>Hartford families who are enrolled and actively participate in a family support center in the city</b>	
<b>7.</b> <b>Hartford mothers who have at least a high school diploma at time of the birth of their children</b>	
<b>8.</b> <b>Hartford adults who have health insurance</b>	

## CHILD HEALTH AND DEVELOPMENT



# CHILD HEALTH AND DEVELOPMENT

## 9. Hartford women who are receiving adequate prenatal care

### WHY THIS IS IMPORTANT:

Taking good care of a baby before it is born is important because it helps to make sure both baby and mother will be healthy, and it allows doctors to address problems early in the pregnancy. Good prenatal care means that women receive medical check-ups soon after becoming pregnant and continue to go to health appointments regularly throughout pregnancy. Early and regular prenatal care helps to make sure babies are born full-term and are healthier, weigh more and have fewer problems as they grow.

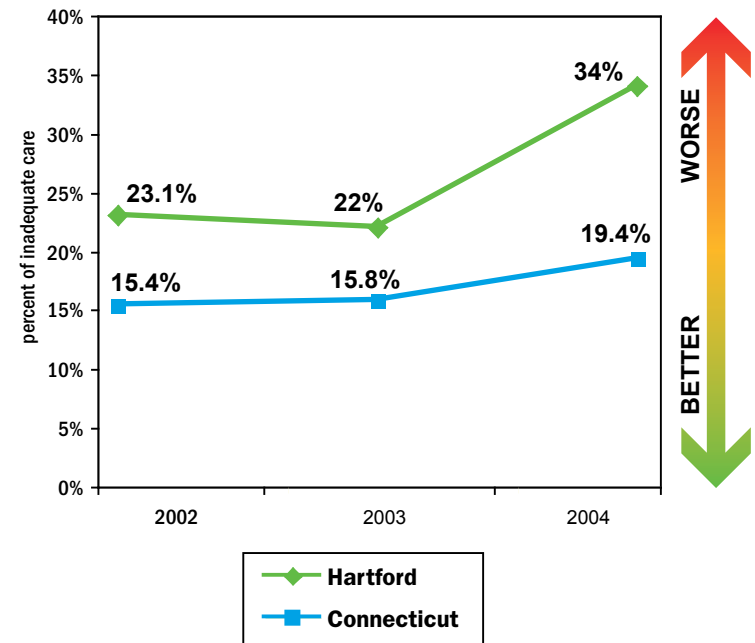
### KEY FINDINGS:

Each year, many more Hartford women who become pregnant are reported to receive late or no prenatal care before the birth of their child compared to other pregnant women throughout the state. In 2002 and 2003, there was little change in the numbers of women who received adequate prenatal care, but in 2004 there was a significant increase in the number of pregnant women, both in Hartford and in the state, who received inadequate prenatal care.

In 2003, approximately 80% of Hartford pregnant women received adequate prenatal care. In 2004, only 66% of Hartford's pregnant women were reported to receive adequate prenatal care.

In 2004, the number of Hartford pregnant women who received inadequate prenatal care was nearly double the state percentage.

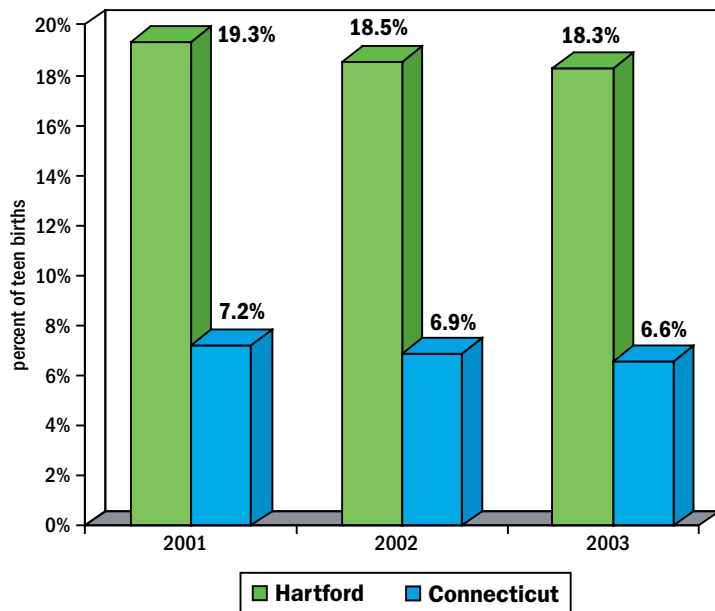
**GRAPH 1: PREGNANT WOMEN RECEIVING INADEQUATE PRENATAL CARE, HARTFORD VS. CONNECTICUT, 2002-2004**



# CHILD HEALTH AND DEVELOPMENT



**GRAPH 1: PERCENT OF BIRTHS TO HARTFORD TEENAGE GIRLS, 15 TO 19 YEARS OLD, HARTFORD VS. CONNECTICUT, 2001-2003**



## 10. Infants who are born to Hartford teenage girls

### WHY THIS IS IMPORTANT:

When a teenager gives birth to an infant it presents challenges for both the baby and teen mother. For the infant, more are born too early or too small resulting in possible health or developmental problems, and the risk of infant death is higher. For the teen mother, there is a greater struggle to raise her family, including limited income which makes it harder to get out of poverty. In addition, teen mothers rarely complete high school.

### KEY FINDINGS:

In 2003, nearly one in every six Hartford teenage girls, 15 to 19 years old, gave birth to a child - 2 1/2 times the state average.

From 2001 to 2003, the trend in Hartford of teenage girls having babies changed very little.

# CHILD HEALTH AND DEVELOPMENT

## 11. Children who are receiving preventive health care visits, including dental care and treatment

### WHY THIS IS IMPORTANT:

An infant or young child who receives regular health care visits has a better chance of staying healthy and having an illness identified before it gets serious. Consistent visits also help parents be sure that their children are growing and developing as they should. The more children are seen for regular appointments, the greater is the likelihood for maintaining good health.

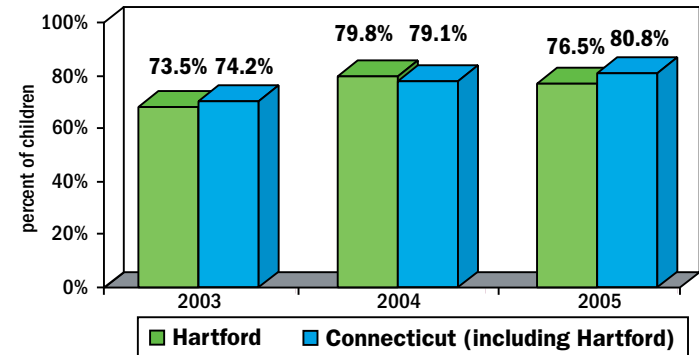
### KEY FINDINGS:

There is reliable information on well-child care visits only for Hartford low-income children who are enrolled in the state-funded HUSKY A insurance plan. This represents approximately three out of every four young children in the City of Hartford.

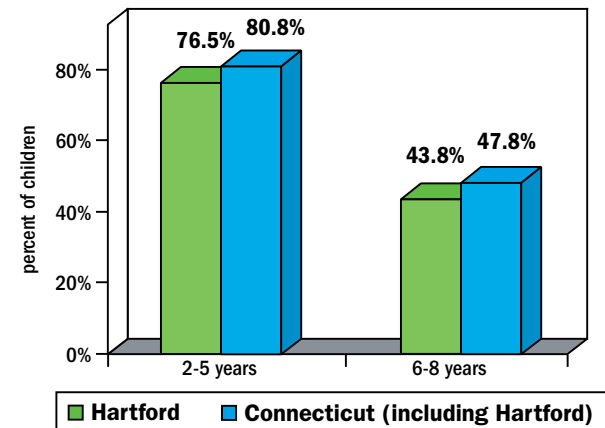
From 2003 to 2005, the number of young children receiving Husky A insurance remained about the same (three out of four children).

Three of every four Hartford children between the ages of 2 to 5 years old who are enrolled in HUSKY A receive the recommended number of well-child visits. For children 6 to 8 years old, about half receive recommended well-child care. The rates for both of these age groups are very similar to the state rates.

**GRAPH 1: HUSKY A CHILDREN AGES 2-5 RECEIVING RECOMMENDED\* WELL-CHILD VISITS, 2003-2005**



**GRAPH 2: HUSKY A CHILDREN RECEIVING RECOMMENDED\* WELL-CHILD VISITS, HARTFORD VS. CONNECTICUT, 2005**

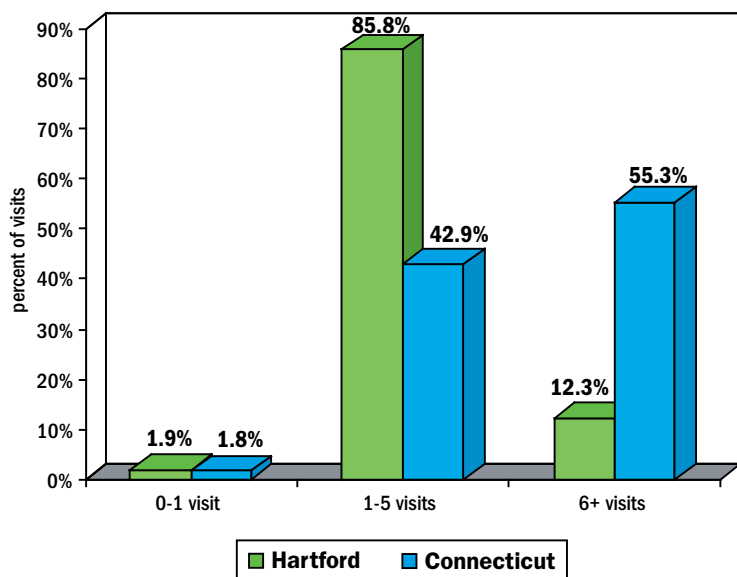


\* Children 2-5 years are recommended to see a health care provider annually; children 6-8 years old are recommended to see a provider every other year.



# CHILD HEALTH AND DEVELOPMENT

**GRAPH 3: HUSKY A INFANTS WITH RECOMMENDED PREVENTIVE HEALTH CARE VISITS, HARTFORD VS. CONNECTICUT, 2003**



Hartford infants on HUSKY A fall significantly behind in getting regular well-child health care. Only one in 8 children (12%) have had six or more medical visits over a 15-month period, compared to over half of low income children statewide on HUSKY A.

Hartford's low income children, particularly those in elementary and middle school, have far more preventive dental care visits and obtain more dental treatment than similarly-aged children across the state.

## Well-Child Health Care

For children from low income families, the federal and state governments offer a program called Early and Periodic Screening, Diagnosis and Treatment (EPSDT). Every child up to age 21 enrolled in Medicaid is entitled to receive a comprehensive set of health care services. These services include all "medically necessary" screening, diagnosis and treatment services listed in federal and state law.

Comprehensive periodic health screening and services include, but are not limited to:

- Complete physical exam & health history
- Developmental & nutritional assessment
- Vision & hearing tests
- Immunizations & lab tests, including lead levels
- Health education and anticipatory guidance (which may include discussions about diet, dental health, injury prevention as well as growth and developmental milestones)

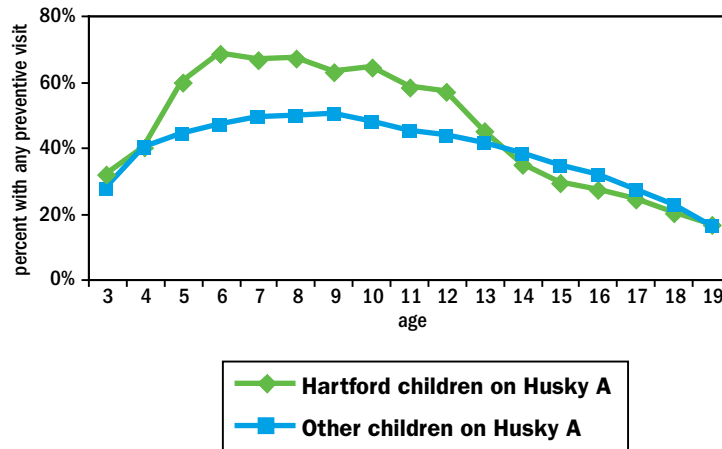
Connecticut also mandates dental visits for economically disadvantaged children covered by HUSKY for both preventive care and for the treatment of dental disease.



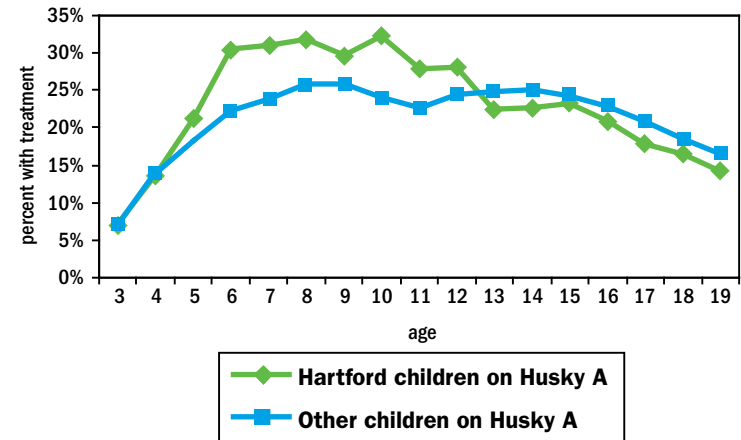


# CHILD HEALTH AND DEVELOPMENT

**GRAPH 4: PREVENTIVE DENTAL CARE FOR CHILDREN IN HUSKY A,\* HARTFORD VS. CONNECTICUT, 2005**



**GRAPH 5: DENTAL TREATMENT FOR CHILDREN IN HUSKY A,\* HARTFORD VS. CONNECTICUT, 2005**



*\*Many low income children in Connecticut receive health insurance through HUSKY A, the state's Medicaid program for children, which provides services through a program known as Early and Periodic Screening, Diagnosis and Treatment (EPSDT).*

## CHILD HEALTH AND DEVELOPMENT INDICATOR STATUS

9.

**Hartford women who are receiving  
adequate prenatal care**



10.

**Infants who are born to Hartford  
teenage girls**



11.

**Children who are receiving  
preventative health care visits,  
including dental care and  
treatment**



Well-child



Dental

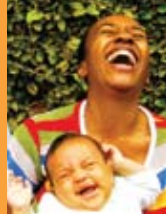
## NEXT STEPS

- The Mayor's Office for Young Children shall continue to actively participate in the Hartford Teen Parent Collaborative to develop a plan to address the problems associated with teenage pregnancies.
- It is recommended that the Mayor's Office convene a special health care task force to recommend ways to reduce the level of inadequate prenatal care experienced by so many Hartford pregnant women. The Mayor's Office for Young Children would actively participate because good prenatal care is directly related to healthy young children. However, such a health care initiative is beyond the scope of this office.
- The Mayor's Office for Young Children shall continue to work with the Hartford Public Schools' Health Department and primary health care representatives to increase the percentage of children between the ages of 6 to 8 years old who receive the recommended number of well-child health visits. A plan of action shall be developed by June 2008.
- The Mayor's Office for Young Children shall assist the Hartford Public Schools to highlight and expand its successful model of preventive dental care and treatment, thereby helping the schools to increase the numbers served to include older children. In addition, promote the Hartford Public Schools' model as a statewide example of how to provide cost-effective dental care to low income children.
- The Mayor's Office for Young Children shall coordinate with the city's pediatric providers to sustain its emerging model of a "medical home" for all Hartford young children, a concept that assures children and families are linked to a primary health care site and provider.
- Use the newly-established Children and Families Resource Network established by the Mayor's Office for Young Children to work with the city's Department of Health and Human Services to provide recommendations for the health, educational and social services of young Hartford children and their families in order for children to be prepared for school.

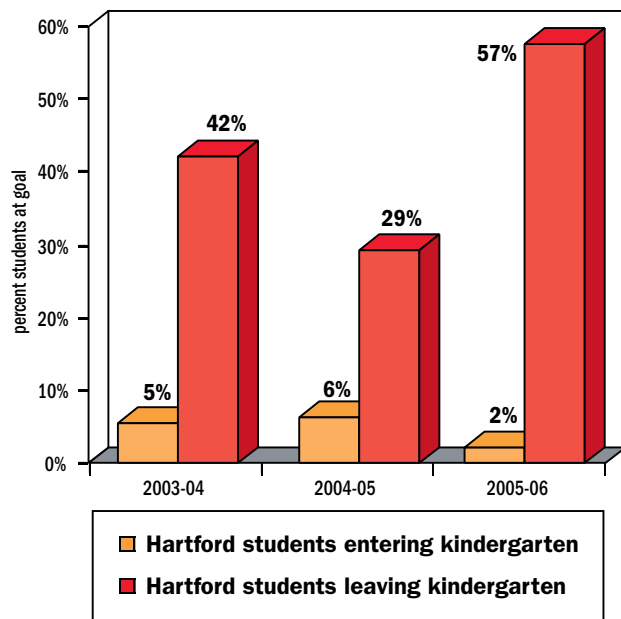
## CHILDREN AS EFFECTIVE LEARNERS



# CHILDREN AS EFFECTIVE LEARNERS



**GRAPH 1: PERCENT OF HARTFORD STUDENTS WHO MEET READINESS GOALS, ENTERING VS. FINISHING KINDERGARTEN, 2003-2006**



## 12. Hartford kindergarten students who increase readiness scores at the end of kindergarten

### WHY THIS IS IMPORTANT:

Making sure all kindergarten children learn what they need in order to be ready for first grade is one of the main responsibilities of a kindergarten teacher. Therefore, it is important to measure how ready children are when they begin kindergarten compared to where they are when they end kindergarten. This change measures how much each child developed and learned throughout the school year as well as how well the school did to move the child along.

### KEY FINDINGS:

Hartford children entering kindergarten continue to struggle to meet identified readiness goals as they arrive at school. However, Hartford Public Schools kindergarten teachers have consistently succeeded in significantly improving the skills of their students.

In 2005-2006, almost no Hartford children entering kindergarten met readiness goals. But when the children completed kindergarten, nearly 60% of them were at goal for their grade level.

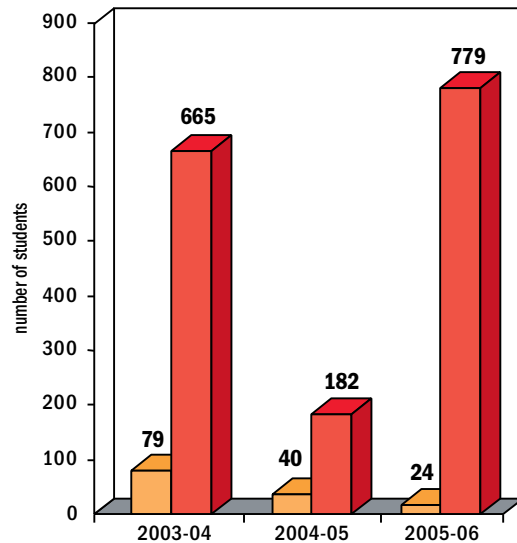
Before children learn to read, they must first understand how the world of print works, such as the words on a page. Children with lots of experiences with books and printed material understand the concepts of print and sight words to help them read.

Of particular significance were scores that reflected skills with sight words and concepts in print. By the end of the kindergarten school year, students made impressive gains in these two skills related to literacy development.



# CHILDREN AS EFFECTIVE LEARNERS

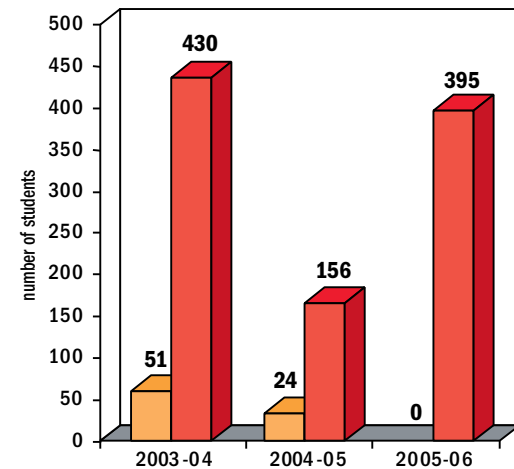
**GRAPH 2: CHANGE IN 'SIGHT WORDS'\* PERFORMANCE, BEFORE AND AFTER KINDERGARTEN, 2004-2006**



- **Pre-Test Sight Words**  
Hartford students at goal entering kindergarten
- **Post-Test Sight Words**  
Hartford students at goal leaving kindergarten

*\*Sight words refer to words the child sees and recognizes as well as understanding what the word means.*

**GRAPH 3: CHANGE IN 'CONCEPTS ABOUT PRINT'\*\* PERFORMANCE, BEFORE AND AFTER KINDERGARTEN, 2004-2006**



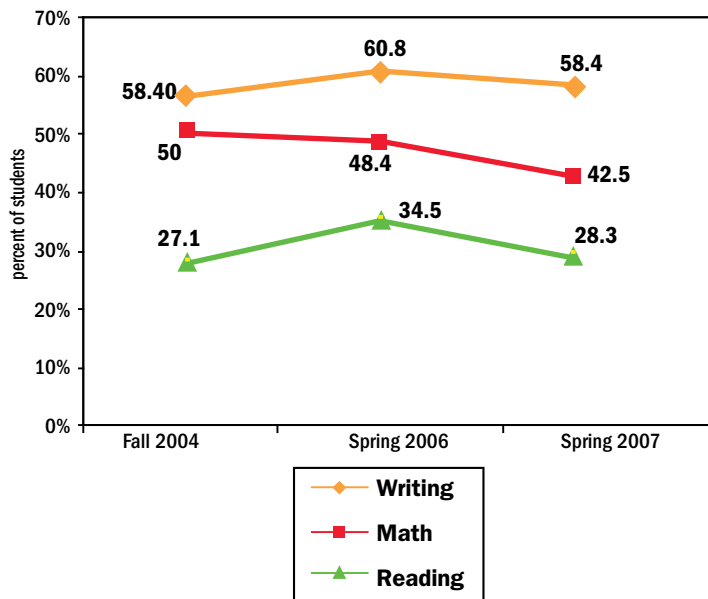
- **Pre-Test Concepts About Print**  
Hartford students at goal entering kindergarten
- **Post-Test Concepts About Print**  
Hartford students at goal leaving kindergarten

*\*\*Concepts in print relate to all the things that make words mean something to a child. These include how the word looks (structure), what the word does (purpose), and how the word works (function).*



# CHILDREN AS EFFECTIVE LEARNERS

**GRAPH 1: HARTFORD 4<sup>TH</sup> GRADERS' STUDENT PERFORMANCE, 2004-2006**



## 13. Hartford 4th grade students who read, write and perform math at grade level

### WHY THIS IS IMPORTANT:

Test scores are one way schools measure what students learn. The state requires the testing of 4<sup>th</sup> grade children in math, reading and writing. This informs teachers, administrators, policy-makers and parents of the level of learning for each student as well as the effectiveness of instruction and how Hartford students compare to others in the state.

### KEY FINDINGS:

Fewer than 60% of Hartford students were able to write at grade level in 2007. This has remained almost unchanged for the last three years.

While reading scores increased in 2006 and dropped in 2007, they remain consistently very low and unchanged. Only 28% of 4<sup>th</sup> grade students were able to read at grade level.

Math performance has been in steady decline over the last three years. In 2007, only 42.5% of Hartford 4th grade students were able to do math at grade level, representing a 15% decline in the last three years.

# CHILDREN AS EFFECTIVE LEARNERS

## 14. Parents who are attending parent-teacher conferences for their elementary school children

### WHY THIS IS IMPORTANT:

Research shows that students whose parents are actively involved in their child's education get better grades, attend school more regularly, complete more homework, have more positive attitudes, and behave better than students with less involved parents. Parent-teacher conferences are one important way to measure the level of parent involvement.

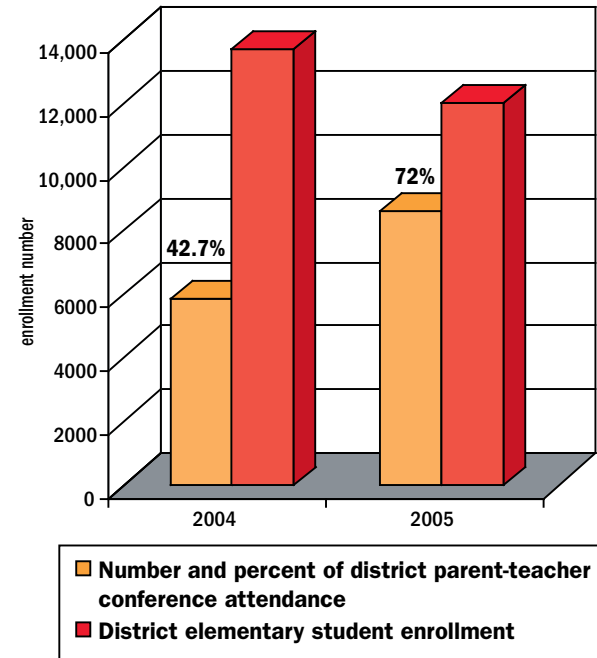
### KEY FINDINGS:

In 2005, nearly three out of four (72%) of Hartford elementary school parents or guardians attended a parent-teacher conference to talk about the progress of their children.

Between 2004 and 2005, city elementary schools made big strides in increasing the number of parents attending conferences with teachers. This represented an increase of nearly 70% from 2004 in the number of parents attending parent-teacher conferences.

Among the city's 27 elementary schools the number of parents in 2004 attending parent-teacher conferences varied greatly by school.

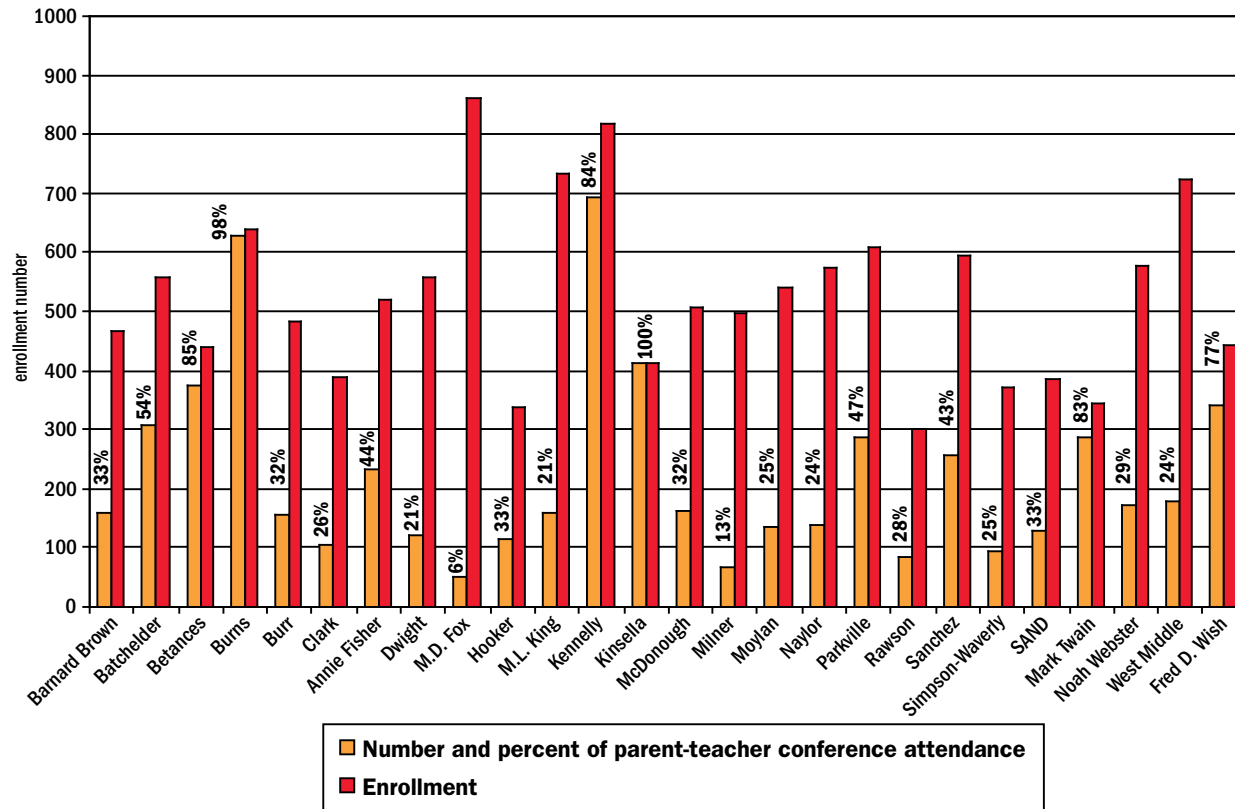
**GRAPH 1: PERCENT OF PARENT ATTENDANCE AT PARENT-TEACHER CONFERENCES, HARTFORD, 2004-2005**



# CHILDREN AS EFFECTIVE LEARNERS



**GRAPH 2: PERCENT OF PARENT-TEACHER CONFERENCE ATTENDANCE, BY HARTFORD ELEMENTARY SCHOOL, 2004-2005**



# CHILDREN AS EFFECTIVE LEARNERS

## NEXT STEPS

- The Mayor's Office for Young Children, in collaboration with the Hartford Public Schools, shall organize discussions and regular opportunities in neighborhoods throughout the city in order to continue to listen closely to what the Hartford community expects from the schools.
- The Mayor's Office for Young Children shall work with the Hartford Public Schools to facilitate and strengthen ongoing relationships between the elementary schools and community-based organizations.
- The Mayor's Office for Young Children shall work with the Hartford Public Schools to strengthen and coordinate the professional development opportunities available to teachers in the early grades and for their administrators, to ensure prioritized needs are met.
- The Mayor's Office for Young Children shall collaborate with the Hartford Public Schools to promote parents' understanding of the performance standards used to assess each child so that parents become more active partners in monitoring and improving their children's educational performance.
- The Mayor's Office for Young Children and the Hartford Public Schools shall collaborate to build the capacity of Hartford's early childhood professionals and elementary school teachers of the early grades to become more effective ambassadors of educational excellence.
- The Mayor's Office for Young Children shall work with the Hartford Public Schools to help them in their efforts to educate parents on how to use effective activities and strategies at home to further promote learning, and to become more involved in their children's education.

## INDICATOR STATUS

**12.**

**Hartford kindergarten students who increase readiness scores at the end of kindergarten**



**13.**

**Hartford 4th grade students who read, write and perform math at grade level**



Math



Reading



Writing

**14.**

**Parents who are attending parent-teacher conferences for their elementary school children**



# INDEX OF SOURCES

## EARLY CARE & EDUCATION

### Indicator 1

1. Hartford Public Schools, Assessment Department, 2007
2. Connecticut Department of Education, Hartford Public Schools, District Profiles, 2000-2005

### Indicator 2

1. National Association for the Education of Young Children (NAEYC) Early Childhood Program Accreditation Search Results [www.naeyc.org](http://www.naeyc.org) accessed December 29, 2006.
2. National Association for the Education of Young Children (NAEYC), data courtesy of Hartford Public Schools, November 2006
3. Northeastern Association of Schools and Colleges (NEASC)
4. United Way, 2-1-1, Childcare InfoLine, Capacity, Availability, Enrollment Report, Hartford Centers and Group Homes, Fall 2004 - 2006
5. United Way, 2-1-1, Childcare InfoLine, Capacity, Availability, Enrollment Report, Hartford Nursery Schools, Fall 2004 - 2006
6. Connecticut Department of Social Services, Care 4 Kids. Hartford Children by Age and Provider Settings 2003, 2004, 2005. Report prepared November 20, 2006
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9. National Association for the Education of Young Children (NAEYC), "Growth of NAEYC Accreditation Shows Demand for High-Quality Preschool Child Care", January 24, 2003
10. National Association for the Education of Young Children (NAEYC), "NAEYC Accredits 10,000th Program for Young Children", April 4, 2005

### Indicator 3

1. Connecticut Department of Social Services, Care 4 Kids Report, Hartford Children by Age and Provider Setting, 2003 - 2005, November 11, 2006
2. United Way, 2-1-1 Childcare InfoLine, Childcare Capacity, Availability, Enrollment Report, Family Day Care-Home Summary Fall 2004-2006, December 2006
3. United Way, 2-1-1 Childcare InfoLine, Childcare Capacity, Availability, Enrollment Report, Nursery School Programs Fall 2004-2006, December 2006
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### Indicator 4

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## FAMILY SUPPORT & SAFETY

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1. Child Health and Development Institute, analysis of unpublished data. January 2007.
2. Connecticut Department of Children and Families, unpublished data, January 2007.

### Indicator 6

1. Hartford Public Schools, 2007
2. Community Renewal Team, 2007
3. Village For Families, 2007
4. Hartford Foundation for Public Giving, Brighter Futures Centers, 2007

### Indicator 7

1. Child Health and Development Institute, published and unpublished data, 2006
2. Connecticut Department of Public Health, published and unpublished data, 2006

### Indicator 8

1. Chhabra, J.; Champagne, A.; Rojano, R.; "Hartford Health Survey 2006," Research Program, Hartford Hospital, 2006
2. McLaughlin, T; Maljanian, R.; McCormack, K., "Hartford Health Survey, 2003," The Institute for Outcomes Research and Evaluation, Hartford Hospital, 2003
3. Connecticut Office of Health Care Access, Databook: Health Insurance Coverage in Connecticut, 2006 Household Survey, January 2007
4. Connecticut Health Policy Project, based on US Census
5. US Census, Connecticut two-year average, health insurance coverage

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### Indicator 9

1. Child Health and Development Institute, published and unpublished data, 2006.
2. Connecticut Department of Public Health, published and unpublished data, 2006

### Indicator 10

1. Child Health and Development Institute, unpublished data, 2006

2. Connecticut Department of Public Health, published data, 2001-2003
3. Child Health and Development Institute, "Analysis of Births to Teenage Mothers", Connecticut and Hartford, April 1, 2006
4. Connecticut Department of Public Health, birth certificate data base

### Indicator 11

1. Connecticut Voices for Children, analyses of HUSKY A program data, Connecticut Department of Social Services, September 2006, published October 2006
2. Connecticut Voices for Children, analyses of HUSKY A enrollment data and encounter data, Connecticut Department of Social Services, January 1 - December 31, 2003 - 2005, November 20, 2006

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### Indicator 13

1. Connecticut State Department of Education, Connecticut Mastery Tests (CMT), 2003-2005

### Indicator 14

1. Hartford Public Schools, 2007



## MAYOR'S CABINET FOR YOUNG CHILDREN

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**Laura Taylor**, Parent Advocate  
**James Thompson, Ph.D.**, Assistant Superintendent for Elementary Education

## PROGRESS REPORT ADVISORY WORK GROUP

**Elizabeth Brown**, CT Commission on Children  
**Margaret Coffey**, Wheeler Clinic  
**Mayra Esquilín**, ME Consulting  
**Judith Goldfarb**, Hartford Area Child Care Collaborative  
**Christopher Hall**, Hartford Foundation for Public Giving  
**Diane Kutsavage-Prescod**, Hartford Public Schools  
**Jim Pestana**, Community Renewal Team, Inc.  
**Lena Rodriguez**, Community Renewal Team, Inc.  
**Laverne Terry, Ed.D.**, Hartford Public Schools

## MAYOR'S OFFICE FOR YOUNG CHILDREN

### Progress Report Staff/Consultants

**José Colón-Rivas, Ph.D.**, Executive Director  
**Jane Crowell**, Assistant Director  
**Renée Richards**, Childcare Program Specialist  
**Terry Brown**, Executive Program Assistant  
**Nancy Ortiz**, Executive Assistant  
**Jeffrey Daniels**, Senior Consultant  
**William Kelly**, Kelly Design Company

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Dr. José Colón-Rivas  
Executive Director  
550 Main Street, Hartford, CT 06103  
(860) 543-8528  
[www.hartford.gov/ofyc](http://www.hartford.gov/ofyc)

